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ABSTRACT

Title VII federal funds have been used in the Austin (Texas) Independent School District (AISD) since 1985-86 to enhance the regular secondary bilingual and English-as-a-second-language programs for Hispanic limited English proficient (LEP) students. The four secondary campuses involved were those with the highest concentrations of Hispanic LEP students--Martin Junior High and Travis, Anderson, and Johnston High Schools. Title VII provided staff training, student tutoring, curriculum development, and parent/family training. In 1987-1988, a total of 233 LEP students were enrolled in these schools, while over the 3 years of the project, 33 Title VII teachers took one or more courses leading to ESL-endorsement certification. In addition, between 1986 and 1988, 16 workshops were held for parents/families of LEP students. Title VII in combination with other AISD programs appeared to have a positive impact over 3 years as English proficiency improved steadily across time and students narrowed the gaps between their performance and national norms in mathematics and language, although not in social studies, reading, or science. Spanish achievement improved in all subjects. Title VII students had lower retention rates, higher grade point averages, and more course credits than did other LEP students. Results for the single year 1987-88 were more mixed, but still positive, although the tutoring program was not considered effective. Long-term results show Title VII to be working, in combination with other AISD programs. Nineteen graphs and tables provide study data. (SLD)

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Title VII Evaluation 1987-88

**Austin Independent
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July, 1988

TITLE VII EVALUATION, 1987-88

EXECUTIVE SUMMARY

AUTHORS: Nancy Baenen, Barbara Yonan

Title VII Federal funds have been utilized in AISD since 1985-86 to enhance the regular secondary bilingual and English as a second language (ESL) programs for Hispanic LEP students. The four secondary campuses involved are those with the highest concentrations of Hispanic LEP students--Martin Junior High plus Travis, Anderson, and Johnston High Schools. The overall budget of the 1987-88 Title VII Program was \$81,492; 223 students plus teachers and parents were impacted. Title VII provided staff training, student tutoring, curriculum development, and parent/family training.

MAJOR FINDINGS

1. Title VII, in combination with AISD programs, appears to have a positive impact for most students after three years (based on the performance of those first served in 1985-86).
 - English proficiency improved steadily across time.
 - Students narrowed the gap between their performance and the national norm in mathematics and language (although not in social studies, reading, or science).
 - Spanish achievement has improved in all subjects.
 - Retention rates are lower for Title VII than for other LEP students at four of five grade levels.
 - Grade point averages (GPA's) in language courses tended to be higher for Title VII than for other LEP students (GPA's in other areas were similar for both groups).
 - Title VII students earned more course credits across the three years than other LEP students. Three fourths of the Title VII students are making satisfactory progress towards graduation.
2. Results for 1987-88 show more mixed results.
 - English proficiency improved after one year.
 - All 17 Title VII twelfth graders mastered the exit-level TEAMS (Texas Educational Assessment of Minimum Skills) and graduated; 50% of the eleventh graders mastered the TEAMS.
 - English achievement improved in 17 of 23 comparisons by grade and subject.
 - Spanish achievement gains were found in 7 of 20 comparisons in 1987-88, fewer than last year (16 of 20).
 - The annual dropout rate of 21.7% was still higher than for Hispanic and all AISD students, but the gap between groups lessened somewhat.
3. Evaluation results do not support the overall effectiveness of the Title VII tutoring program. Nontutored students show patterns of growth similar or greater than those of tutored students after one, two, and three years.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	i
OPEN LETTER TO AISD	v
FINAL REPORT	1
WHAT ARE THE KEY ISSUES ABOUT TITLE VII?	1
WHAT SERVICES HAS TITLE VII PROVIDED?	1
Staff Training	3
Parent/Family Workshops	5
Tutor Assistance	5
Curriculum Development	5
Budget	6
HAS TITLE VII HAD A POSITIVE IMPACT ON STUDENT PROGRESS?	7
English Proficiency	7
English Achievement	11
Exit-Level TEAMS	11
One-Year Follow-up--ITBS/TAP	12
Three-Year Trends--ITBS/TAP	14
Spanish Proficiency and Achievement	16
Dropout/Graduation Rates	19
Three-Year Profile: Other Measures of Success	22
Bibliography	26

OPEN LETTER TO AISD

In combination with other AISD programs, Title VII appears to be working, especially based on long-term results. Of course, as Cummins (1985) points out, English-speaking classmates are not "standing still waiting for them to catch up." Especially in AISD, where average performance tends to be above the national average, Title VII must enable their students to "run harder and faster" to catch up and succeed. While Title VII does seem to be moving in this direction, the evaluation process did suggest some areas for possible improvement. Readers are invited to draw their own impressions based on the data in this report and their own knowledge of the program.

- Tutoring. National research has found that well-designed and implemented tutoring programs can be a success. However, across the three years of Title VII, positive effects of the University of Texas tutors have not been found. Students not tutored have shown patterns of growth similar or greater than those of tutored students. The tutoring program appears to need revision. Two of the most apparent needs are for training in tutoring and English as a second language techniques (presently little or none is given) and for more Spanish-speaking tutors. It also appears that tutors who do not speak Spanish may need to be placed with students who have at least some English ability (also see page 7 of this report).
- ESL Training. A total of 33 teachers in Title VII schools, plus 15 others, now have had ESL endorsement courses. Increased efforts to disseminate their names to appropriate school personnel could increase the number of LEP students scheduled into these classes. Also, efforts should continue to publicize the availability of the training at all schools.

Principals also have expressed an interest in providing mandatory workshops at the campus level that provide teachers with some of the basics of using ESL techniques, as well as introducing them to materials available to them for use with these students. A variety of multilevel instructional materials, including computer hardware and software appropriate for these students, have been purchased through Title VII. One of the ESL teachers has also developed some organizational strategies for using the computers that may be appropriate for others as well. These training workshops might be an excellent dissemination tool.

- Cooperative-Learning Workshops. Since 1986-87, Title VII has been sponsoring cooperative-learning workshops which have been well received. Teachers approach the idea of group learning receptively, and afterwards report using the techniques in their classes. Given teachers' reactions and supportive national research (Slavin, 1987), these workshops could be made available to other teachers and administrators (especially those who work with low achievers).

- Parent/Family Involvement. Parent and family support groups provided through Title VII have begun to build a connection between the parents of the LEP students and the school. National research suggests parent involvement is quite important to students' success, even when the parents have limited education or knowledge of the language of instruction. Conveying support for efforts in school is also important. Four successful Title VII students who were interviewed this year pointed out that their parents wanted them to do well in school and supported them. Many of the parents of these students may be afraid to come to school or unable to for practical reasons. Child care, as provided at some meetings this year, is a positive step. However, home visits, perhaps by ESL teachers, could reach parents who would not ordinarily attend workshops. Visits could establish a link between home and school not possible to obtain in any other way.
- High School Instruction. At the high school level, there appears to be an unmet need in terms of helping those with very limited educational experiences become successful in school. The Spanish for Native Speakers class is primarily geared for those who have some academic skills that can be transferred into English. Students with more limited skills might benefit from a program, housed at a regular high school campus, like the Transitional Bilingual or Sheltered Bilingual programs that have been quite successful at the junior high level. If a full program is not possible, at least one extra class designed to help these students might make a big difference.

Thus, overall, Title VII and AISD appear to be making positive strides with these students. Continued refinements could result in an even more successful program.

TITLE VII EVALUATION 1987-88
FINAL REPORT

WHAT ARE THE KEY ISSUES ABOUT TITLE VII?

Overall, the key issue for the Title VII evaluation is how AISD has benefitted from it. More specific questions addressed in this report include:

- What services has Title VII provided? Has Title VII improved AISD's ability to serve LEP students at the secondary level?
- Has Title VII made a positive impact on student progress?
- What are the implications of the results? Should Title VII be continued as is or modified? Should AISD adopt Title VII strategies at other campuses?

WHAT SERVICES HAS TITLE VII PROVIDED?

Title VII supplements AISD'S regular bilingual and English-as-a-second-language services at the secondary level for Hispanic students dominant or monolingual in Spanish. The program, in its third year of implementation, provides--

- Staff training (through ESL endorsement courses and campus workshops),
- Student tutoring (through university students),
- Curriculum development, and
- Parent/family training.

The program is designed to help current LEP students and their parents as well as build AISD'S ability to teach LEP students in the future.

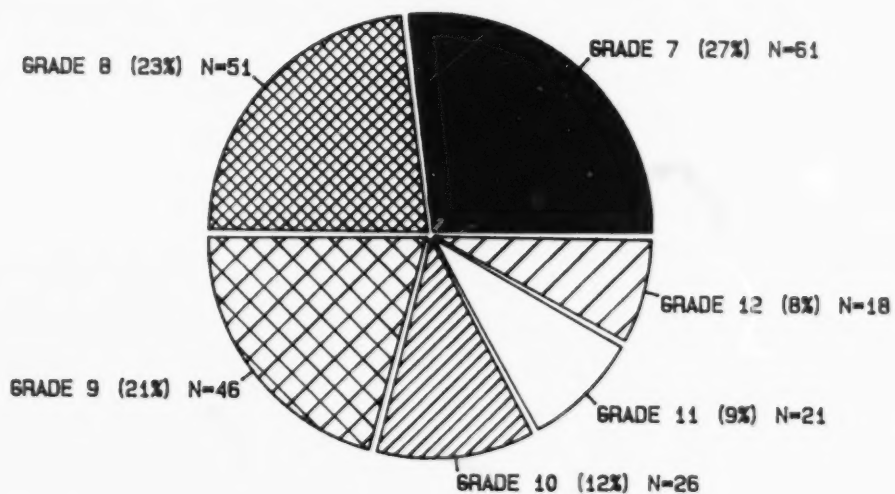
The program operates at four campuses with the highest concentration of Hispanic LEP students. For the past two years, the four campuses have been Murchison Junior High plus Travis, Anderson, and Johnston High Schools. This school year (1987-88) the Transitional Bilingual Education Program (TBE) at Murchison was moved to Martin Junior High School. Thus, Martin replaced Murchison as the program junior high.

AISD-funded services at the campuses are shown below.

AISD-Funded Services	Title VII Campuses			
	<u>Martin</u>	<u>Travis</u>	<u>Anderson</u>	<u>Johnston</u>
Bilingual content area instruction	X			
Literacy program	X			
English as a second language	X	X	X	X
Spanish for native speakers		X		

In 1987-88, a total of 223 LEP students monolingual or dominant in Spanish (LEP categories A or B) were enrolled in these schools. Figure 1 shows the number of students enrolled this year by grade based on spring counts. In 1986-87, and 1985-86, 266 and 218 students were served, respectively.

FIGURE 1
1987-88 TITLE VII STUDENTS BY GRADE



STUDENTS BY GRADE
N = 223

Staff Training

During Title VII's three years of AISD implementation, the staff training component has provided ESL endorsement courses and workshops for staff working with Hispanic limited-English-proficient students.

Endorsement courses. In 1987-88:

- The second series of four courses leading to ESL-endorsement certification began in the fall. This year two courses were held during the school year and the final two courses needed to earn certification are planned for this summer.
- A total of eight Title VII teachers were enrolled in one or both endorsement courses, three teachers completed two courses, and five teachers finished one course.
- The Title VII teachers completing two classes taught students in:

Social Studies	Spanish
Science	English
- The total cost to Title VII for tuition for 11 courses taken by 8 teachers was \$2,750.
- Endorsement courses were also offered to teachers at nonprogram schools. AISD funded tuition of these teachers.

During the three years Title VII has operated (1985-86, 1986-87, and 1987-88):

- Two series of ESL-endorsement courses were offered, with the completion of the second series projected for the summer, 1988.
- The total enrollment over the semesters was 79 teachers (64 program teachers; 15 nonprogram teachers) over the 3 years. Teachers were counted each time they enrolled (duplicated count).
- Overall, 33 individual Title VII teachers took one or more courses. Of these teachers, three completed the four courses in the first ESL series leading to endorsement; five program teachers finished three courses and nine Title VII teachers completed two. One ESL course was finished by 16 teachers.
- Teachers completing two or more courses served students in:

Science	Language
Art	Social Studies
Vocational Arts	Reading
Spanish	Mathematics.

Cooperative-learning workshops. In 1987-88, a series of five cooperative-learning workshops for teachers of LEP students was offered to interested AISD staff at two Title VII campuses and one non-program middle school. Workshops focused on developing small-group cooperative-learning techniques that can be used in teaching mainstreamed LEP students in content areas.

Of the participants, 12 completed a survey both at the beginning and end of the workshop series. These teacher responses indicated that:

- All teachers indicated more confidence in helping colleagues structure cooperative-learning techniques; 10 of the 12 indicated more frequent use of these techniques.
- All 12 teachers reported increased familiarity with cooperative-learning research. By the end of the sessions, all teachers had read 1-7 articles or books on cooperative learning.
- While three fourths (9 of 12) of the teachers indicated some knowledge of cooperative-learning techniques and strengths on the pre-survey, all post-surveys indicated more clearly defined understanding. Responses on the pre-survey indicated great interest in learning more about the techniques.

Unique items from the post-survey (14 respondents) indicated that:

- All used cooperative-learning techniques; half used them often (8 or more times). All felt use of cooperative learning affected student achievement.
- Almost all teachers (93%) indicated that they frequently or almost always felt comfortable using cooperative-learning techniques.
- About two thirds (64-71%) of the teachers felt comfortable organizing cooperative-learning groups and selecting tasks and materials for the groups at least sometimes.
- Teachers most often reported acting as facilitators (13 of 14), with over half reporting assigning small groups specific roles, using questions and probes to develop higher order thinking skills, and using group reporters.
- Five teachers were appraised while students were involved in cooperative-learning activities; all reported positive feedback from appraisers.

During the two years (1986-87 and 1987-88) that cooperative-learning workshops have been implemented, teachers have responded positively when surveyed.

- All were implementing cooperative-learning techniques.
- All felt adequately prepared to use the techniques.

Parent/Family Workshops

In 1986-87 and 1987-88, workshops for parents of Title VII LEP students were held. This year LEP teenagers were encouraged to join their families and those of others to discuss shared concerns in a social support format. The focus of workshop sessions was helping participants in their adjustment to life in Austin by increasing awareness of potential risks and opportunities to be found in the school, work, and community settings. A total of 16 sessions was held at a location in the residential area of most of Title VII's program LEP student and their families. Workshops were facilitated by a bilingual educator with skills and experience in adult education. In addition, other resource people assisted, including a parent involvement specialist for AISD. Child care services were provided at some of the meetings. Attendance varied between 1 and 15 participants; half of the sessions were attended by seven or more family members.

It was hoped these workshops would increase families' involvement in the educational process as supported by national research. More information may be found in Hewison & Tizard, 1980, and Tizard, Schofield, and Hewison, 1982 (as cited in Cummins, 1985).

Tutor Assistance

During the past three years (1985-86, 1986-87, and 1987-88), University of Texas tutors from multicultural classes assisted program LEP students. In 1987-88, tutors were assigned to all four campuses both semesters. Thirty tutors assisted program LEP students first semester and 21 tutors were assigned second semester to Title VII students. In 1987-88, 155 program students received tutoring services. Over the three years, 351 Title VII students have been tutored (based on an individual count by year):

1985-86	76
1986-87	120
1987-88	<u>155</u>
Total	351

Evaluation findings examining the gains of tutored and nontutored program students may be found in this final report under English Proficiency.

Curriculum Development

During the program's three years:

- Multicultural instructional materials and computer hardware appropriate for Hispanic LEP students have been purchased, and
- A curriculum handbook referencing materials and strategies appropriate for teaching secondary mainstream LEP students was compiled. The annotated bibliography contains approximately 500 entries. Plans are to distribute the handbook to ESL teachers and school libraries in AISD.

Budget

The overall budget of Title VII in 1987-88 was \$81,492. This figure represents expenditures for staff and parent training, multilevel instructional materials/equipment, evaluation and administrative operational costs. AISD provided funds to implement regular bilingual and ESL programs at these campuses and facilitated receipt of Title VII services through staff time and transportation.

It is important to note that Title VII is designed to build AISD's ability to serve students in the years to come as well as now. Thus, while AISD has received federal funding for the past three years, the impact of the program will continue in years to come (reducing the cost per student). Also, while the focus has been on Title VII students, other students may be impacted, including all younger sons and daughters of families involved in parent workshop sessions and all students instructed by trained teachers. This broader definition of cost is impossible to determine at this time. If student costs are limited to calculations for this year's budget of \$81,492 and the 223 Title VII Hispanic LEP students served as of October, 1987, the cost per student is \$365.

HAS TITLE VII HAD A POSITIVE IMPACT ON STUDENT PROGRESS?

English Proficiency

The Language Assessment Battery (LAB) is a language proficiency test used to evaluate the English oral acquisition of Title VII students. In 1985-86 and 1986-87, program students were pretested in the fall and administered posttests in the spring. However, in 1987-88, only those students not tested in the spring were tested in the fall (to avoid overtesting). Thus, LAB scores from spring, 1987 became returning program students' pretest scores; only students without the previous spring test results were pretested in fall, 1987. These students were nearly all new to the District.

Both raw scores and percentiles were examined. Raw scores on the LAB are more sensitive to growth for students with very limited English proficiency. Most of AISD's Title VII students start at the first percentile when they enter the program. The maximum score on the LAB is 92; students must score 45 to 53 to score past the first percentile.

LAB results indicate that:

- Title VII students showed highly significant increases in LAB raw scores overall and at all six grade levels (See Figure 2).
 - Students new to the program made raw score gains of 30 points with posttest scores of 42.
 - Students returning to the program in grades 8 through 12 started with scores ranging from 43 to 63 and made gains of 8 to 16 points.
- For the third consecutive year, Title VII students tutored by University of Texas students did not make significantly greater gains than nontutored students. Based on regression analyses, gains for those with the lowest pretest scores (the most limited English ability) were actually smaller for tutored than for nontutored students this year. Both groups did make significant gains, however. (See Figure 3.)
- Title VII met its English proficiency objective of positive change in LAB percentile scores pretest to posttest at five of the six grade levels. Pretest percentiles ranged from 1-7, with posttest percentiles from 1-12.
- On the average, students who were in the program for two (1986-87 and 1987-88) or three years (1985-86, 1986-87, and 1987-88) made percentile and raw score gains (see Figure 4).
- Overall, students tutored one or two semesters, three or more semesters, and not at all showed similar patterns of LAB scores based on analysis of variance. Students in the three groups started out with similar scores and ended with similar scores. These results do not support the efficacy of the tutoring program overall.

FIGURE 2
LAB GAINS FOR PROGRAM STUDENTS, 1987-88 BY GRADE

Grade	N	PRE		POST	
		Mean Raw Score	Percentile	Mean Raw Score	Percentile
7*	14	11.8	1	42.0**	1
8	32	42.7	1	50.6**	3
9	14	48.0	1	63.8**	4
10	15	53.9	5	64.9**	10
11	11	62.7	7	71.7**	12
12	7	53.6	2	69.3**	7
Total	93	43.8 (weighted average) 1-7		57.5 (weighted average) 1-12	

* Includes all students tested from spring, '87 to spring, '88 except grade 7 (fall, '87 to spring, '88).

** Significant at .01 level

FIGURE 3
LAB MEAN RAW SCORES AND PERCENTILE RANGES
FOR TUTORED/NONTUTORED STUDENTS IN 1987-88, ACROSS GRADES 7-12

Title VII Group	N	Mean Raw Scores			Percentile Ranges	
		Pre	Post	Gain	Pre	Post
Tutored	67	39.0	53.0	13.99**	1	2-4
Nontutored	40	50.6	65.3	14.62**	1-3	5-8

Note = Tutored and nontutored percentile range is based on all students with pretest = spring, 1987 or pretest = fall, 1987

** P < .01

FIGURE 4
1985-88 LAB GAINS FOR TITLE VII
THREE-YEAR PROGRAM PARTICIPANTS

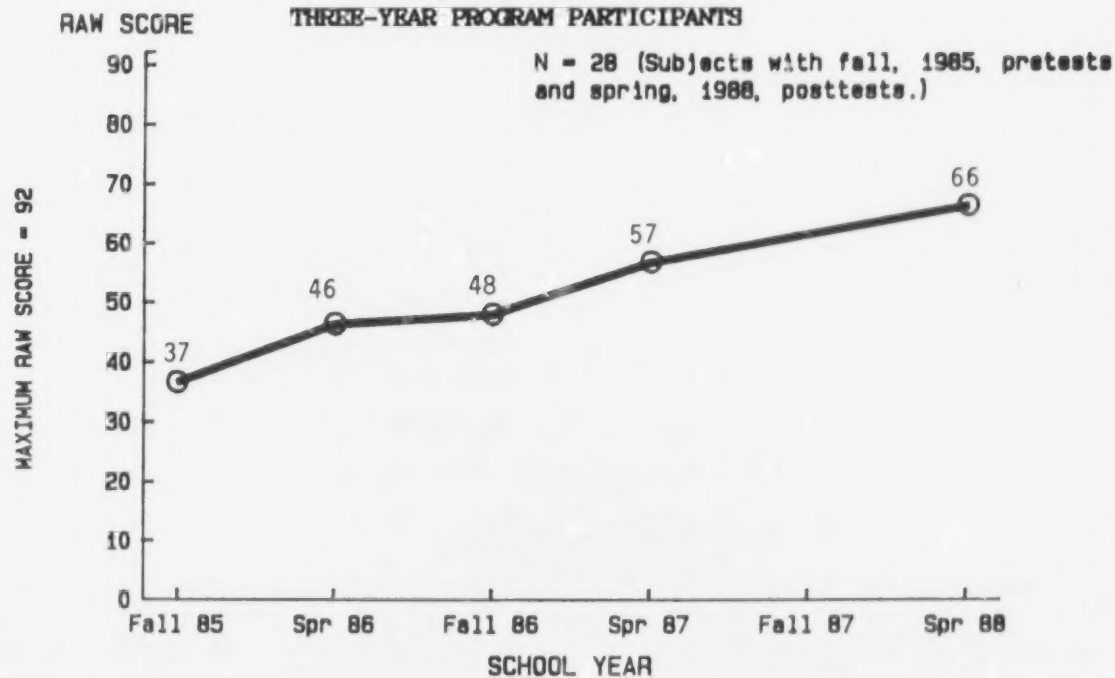


FIGURE 5
LAB SCORES FOR TUTORED/NONTUTORED TWO- AND THREE-YEAR
STUDENTS WITH SPRING, 1988 POSTTESTS

FALL, 1986				SPRING, 1988		
Two-Year Group	N	Mean Raw Score (Pre)	%ile Range (Pre)	Mean Raw Score (Post)	%ile Range (Post)	GAIN
Tutored: Three or more semesters	5	38.20	1 (all grades)	64.60	5 - 11	26.40 **
Tutored: Less than three semesters	24	37.79	1 (all grades)	59.75	3 - 10	21.96 **
Nontutored	9	41.78	1 (all grades)	64.89	5 - 11	23.11 **
FALL, 1985				SPRING, 1988		
Three-Year Group	N	Mean Raw Score (Pre)	%ile Range (Pre)	Mean Raw Score (Post)	%ile Range (Post)	GAIN
Tutored: Three or more semesters	8	35.50	1 (all grades)	64.88	5 - 11	29.38 **
Tutored: Less than three semesters	16	40.38	1 (all grades)	67.06	6 - 22	26.69 **
Nontutored	4	38.00	1 (all grades)	67.00	6 - 22	29.00 *

* = $P < .05$

** = $P < .01$

Implications. While students in Title VII do appear to be making gains in English proficiency across time, Title VII tutors do not appear to be helping most students in this effort. While some tutored students do show gains, overall those not tutored do as well on the average. Students with very limited English proficiency actually appear to do somewhat better, on the average, if not tutored, based on one-year patterns. Tutors seem to be differentially effective with students with the most limited English proficiency, with a few students showing large gains but many showing very small gains or even losses on LAB scores. Title VII students with better English show about the same gains as those not tutored on the average.

The lack of positive results for the tutoring program for the third consecutive year suggests that the program may need to be strengthened or revamped. Survey responses from 16-17 teachers who had tutors in their classes this year support this. Less than 40% of the teachers responded that tutors:

- Were knowledgeable (31%) and well-prepared (35%),
- Improved students' English skills (31%)
- Improved students' academic skills (38%).

Many other respondents were neutral, with about 20% responding negatively to each item.

Principals and ESL teachers who were interviewed believed the tutoring program was of benefit, but recommended more Spanish-speaking tutors be recruited and that tutors be trained in ESL techniques. Most tutors know little or no Spanish and receive little or no specific training in tutoring or ESL. The following should also be considered based on the data.

- Dropping or reorganizing the tutoring program;
- Providing more training to tutors in ESL techniques or encouraging students with some knowledge of Spanish to become involved in this effort;
- Encouraging teachers to assign tutors to Title VII students with at least some knowledge of English and work with the most limited students themselves;
- Providing training to tutors in terms of effective ways to interact and teach these students (based on national research on learning and peer assistance programs).
- Providing teachers receiving tutors with training or orientation on how to use tutors effectively (tutor records indicate many students are being used with the whole group or assist teachers with grading of papers or other activities).

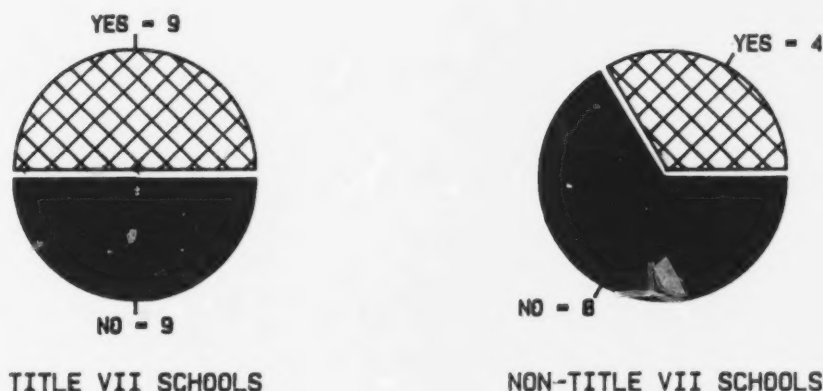
English Achievement

While growth in English achievement is an important long-term goal of the Title VII Program, it is more difficult to impact in a short period of time than English proficiency. National research suggests that it may take 5-7 years for students with very limited proficiency in English to develop the deeper level of English competency necessary to handle academic tasks (Cummins, 1984). However, students should show satisfactory performance on criterion-referenced minimum competency tests more quickly than norm-referenced tests.

Exit-Level TEAMS. The exit-level Texas Educational Assessment of Minimum Skills or TEAMS (Texas' minimum competency test) is a high-stakes test. Students are required to pass both the mathematics and language arts sections before graduation. All 17 LEP twelfth graders in Title VII this year met the TEAMS requirement despite higher passing standards this year. Of 3,094 potential graduates districtwide, nine (less than 1%) did not pass TEAMS by spring, 1988.

The passing percentage for LEP A and B eleventh graders who took the test for the first time in fall, 1987 was also checked. These figures provide a measure of the program's success with eleventh graders as well as information on students in need of remediation at grade 12. Figure 6 shows the mastery percentages for Title VII students and students dominant or monolingual in Spanish in other high schools.

FIGURE 6
EXIT-LEVEL TEAMS MASTERY FALL, 1987
GRADE 11 LEP A AND B DOMINANCE



Of Title VII eleventh graders, 50% passed TEAMS the first time they attempted it; 33% of the non-Title VII students dominant or monolingual in Spanish did. Differences in passing rates were not significant. Nine Title VII students may still need remediation next year.

One-year follow-up—ITBS/TAP. Figure 7 shows the percentile scores of students in Title VII this year who were also tested in 1986-87 on these norm-referenced tests. Of the 1987-88 Title VII students, 16 percent had just entered AISD this year and therefore were not tested last spring. The English achievement objective for the project was that percentile scores would improve between 1986-87 and 1987-88 for these students--that students would close the gap between their scores and the national average. Scores could not be compared across years for students in grade 9 tested with the TAP in 1987-88 because they took the ITBS in 1986-87 and the norms are not directly comparable. Information provided here will show the progress made by 1987-88 participants since 1986-87 and progress of students served in 1985-86 in the two subsequent years (whether still served by Title VII or not).

- Overall, program participants were able to narrow the gap in 17 of 23 comparisons by grade and subject. No change was seen in three areas, and percentile scores decreased in three cases.
- The change in performance across years was most positive in mathematics, reading, and language, with improvements at four of five grade levels. Social studies and science showed the least positive change.
- Students still score considerably below the national average in all areas, with the highest 1987-88 percentile scores in mathematics (14-30) and the lowest in reading (4-13).

FIGURE 7
TITLE VII STUDENTS
ITBS/TAP MEDIAN PERCENTILES
ONE-YEAR FOLLOW-UP

Grade in 1987-88	T O T A L in Group 1987-88	Number Tested	Spring, 1 9 8 7	Spring, 1 9 8 8	C H A N G E
R E A D I N G					
7	61	30	3	5	+ 2*
8	51	39	5	10	+ 5*
10	26	23	8	8	0
11	21	16	10	13	+ 3*
12	18	10	2	4	+ 2*
L A N G U A G E					
7	61	30	2	8	+ 6*
8	51	39	9	9	0
10	26	23	12	15	+ 3*
11	21	16	16	20	+ 4*
12	18	10	7	10	+ 3*
M A T H E M A T I C S					
7	61	30	7	19	+12*
8	51	39	20	20	0
10	26	23	17	30	+13*
11	21	16	32	36	+ 4*
12	18	10	17	29	+12*
S O C I A L S T U D I E S					
7	61	30	3	10	+ 7*
8	51	39	12	7	- 5
10	26	23	15	22	+ 7*
11	21	16	22	18	- 4
12	18	10	9	11	+ 2*
S C I E N C E					
7	61	NA	NA	NA	NA
8	51	NA	NA	NA	NA
10	26	23	12	21	+ 9*
11	21	16	26	14	-12
12	18	10	4	6	+ 2*

* Objective met NA = Not applicable at this grade
National average is 50th percentile. Grades 7 and 8 take ITBS; 9-12 take TAP; grade 9 scores cannot be compared across years.
16% of the Title VII students (14% without 9th graders) were new this year and therefore did not have pre- and posttests.

Three-year trends--ITBS/TAP. To see if the English achievement of students in Title VII improved over several years, the achievement of those in Title VII in 1985-86 and still in AISD in 1987-88 (whether still in Title VII or not) was studied. This group had the most time to show improvement. Growth in the percentage of students able to be tested and the mean GE scores of those tested all years were examined. To meet this definition, students would have started in Title VII in 1985-86 in grades 7-10 and would have been in grades 10-12 in 1987-88. Students in Title VII in grades 11-12 in 1985-86 should have now graduated (unless retained). Overall, 123 students fit this definition--81 were in Title VII high schools in 1987-88 (with most but not all still served by Title VII), and 42 were in other AISD high schools.

Percentage tested. Teachers are given the option to discontinue testing after one subtest on the ITBS and TAP if they feel the students' knowledge of English is too limited for them to earn a valid score and the testing experience is therefore very frustrating. Given this policy, one sign of a successful program should be an increase in the percentage of students able to take the ITBS or TAP over time.

However, it appears the schools seldom used this policy. Nearly all LEP students involved in Title VII in 1985-86 were tested from that year on. As Figure 8 illustrates, about 90% of the students were tested in each of the three years checked. In addition, about the same number of students were tested in each subject area. Thus, the percentage tested each year cannot be used as a measure of success for the program. However, the data indicate that nearly all students were tested each year, which makes analysis of mean scores more meaningful.

FIGURE 8
1985-86 TITLE VII STUDENTS
TESTED IN 1985-86, 1986-87, AND 1987-88

	Number	Percent	Total Group
1985-86	111	90%	123
1986-87	108	88%	123
1987-88	107	87%	123

Mean GE scores. Title VII traditionally enrolls more students at grades 7 and 8 than at the high school grades. Because students tested in grades 7 and 8 in 1985-86 (83) took the ITBS one or two years and then the TAP, their scores are not comparable across years. Therefore, only 9th and 10th graders' progress will be discussed here; 22 students had scores in all areas all years (see Figure 9).

FIGURE 9
TAP SCORES FOR 1985-86 TITLE VII STUDENTS
IN 1985-86, 1986-87, AND 1987-88

Test Area	MEAN GRADE EQUIVALENT SCORES				
	Spring, 1986	Spring, 1987	Spring, 1988	1986-1988 Gain	Mean GE Gain Per Year
Reading	6.09	6.94	6.98	.89	.45
Mathematics	7.74	9.15	10.03	2.29	1.15
Language	5.75	7.30	7.82	2.07	1.04
Social Studies	6.13	8.01	7.99	1.86	.93
Science	6.58	7.67	7.14	.56	.28

Includes 22 students tested all years in all areas.

To interpret the results, it is necessary to know that national norms are based on average gains of one GE per year of instruction. Gains of .8 GE are average for low achievers nationally. The national average for 9th and 10th graders (the grade for these students in 1985-86) is 9.8 and 10.8. The length of time these students had been in AISD was checked; 10 entered in 1985-86, 5 in 1984-85, 4 in 1983-84, and 3 before that time. Thus, 45% had been in AISD for three years. The chart illustrates that:

- Students narrowed the gap between their performance and the national average in mathematics and language with gains greater than one year per year of instruction (1.15 and 1.40 per year). However, social studies gains averaged .93 a year, above the national average for low achievers but not high enough to close the gap. Gains in reading and science were substantially smaller than the other areas.
- Students in Title VII in 1985-86 started out and ended up with test scores far below the national average.

Mathematics achievement and gains are highest for these students. This area is least language dependent. Language scores are improving. The other areas may be more difficult to impact in three years (national research suggests it may take five to seven years).

Spanish Proficiency and Achievement

Spanish proficiency and achievement were measured by La Prueba Riverside de Realizacion en Espanol (Prueba Riverside). The test measures achievement in reading, language, mathematics, social studies, and science; it is designed to be of comparable difficulty to the Iowa Tests of Basic Skills. Performance can be examined based on raw scores (25 to 30 items per test) or percentiles (available for spring only). It is important to note that percentile ranks generally increase several points for each additional correct response. Title VII LEP students were tested one level downward (appropriate for low achieving students based on the manual), except for grade 10, which was tested two levels downward (grade 8 is highest level available on the test).

1987-88 results. La Prueba Riverside was administered at Martin and Travis. At Martin, Title VII LEP students received bilingual instruction in all content areas except mathematics. At Travis, all LEP students had one period of daily ESL instruction and some Hispanic LEP students received an additional daily period of Spanish for Native Speakers. Instruction in this class provided assistance in mainstreamed content area assignments as well as reinforcement in Spanish language arts and cultural history. La Prueba Riverside was administered to all ninth and tenth graders at Travis to evaluate school achievement in the students' more fluent language. In 1987-88, Spanish achievement and language proficiency of those ninth and tenth graders enrolled in Spanish for Native Speakers was also examined separately.

The objectives used to evaluate Spanish proficiency and achievement stated that the percentage of students making gains in 1987-88 in Spanish language and other content areas would be higher than that found in 1986-87. As can be seen below, students at Martin met the achievement objective in three out of five areas; Travis program students showed gains in science only. Thus, the objective was met in 4 of 10 comparisons but not in the other 6. Neither Martin nor Travis met the language objective. Therefore, if examined across three years (1985-86 through 1987-88), both Martin and Travis show gains in three of five areas.

FIGURE 10
PERCENTAGE OF TITLE VII STUDENTS SHOWING GAINS ON LA PRUEBA RIVERSIDE

S U B J E C T	Martin/Murchison						Travis					
	1985- N 1986	1986- N 1987	1987- N 1988	1985- N 1986	1986- N 1987	1987- N 1988	1985- N 1986	1986- N 1987	1987- N 1988	1985- N 1986	1986- N 1987	1987- N 1988
Reading	75 61%	101 73%	68 54%	12 33%	47 75%	34 59%						
Language (Spanish)	75 59%	101 72%	64 55%	13 54%	47 53%	34 16%						
Mathematics	76 67%	101 65%	66 71%	13 46%	47 81%	34 59%						
Social Studies	76 54%	101 60%	67 61%	12 75%	47 72%	34 56%						
Science	76 57%	99 57%	67 67%	12 42%	47 57%	33 67%						

Gains for 9th and 10th graders from fall to spring.

Mean raw scores provide another perspective and show that:

- Students made significant gains in 7 of 20 comparisons (see Figure 11). Fewer gains were seen than last year, when 16 of 20 comparisons were significant.
- Grade 7 showed the best performance, with significant raw score gains in four of five subjects. Two significant gains were seen at grade 8, and one at grade 9.
- Language gains were significant at grade 7 only.
- The Spanish achievement of Hispanic LEP ninth and tenth graders at Travis who were instructed in both Spanish for Native Speakers and ESL classes was singled out and examined. No findings were significant for any of the nine program students with matching pre- and posttests.

FIGURE 11
1987-88 PRUEBA RIVERSIDE MEAN RAW SCORES, BY GRADE

Grade	READING			LANGUAGE			MATHEMATICS			SOCIAL STUDIES			SCIENCE		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
7	16.5	18.9	2.4 **	11.1	12.4	1.3*	13.9	17.2	3.3 **	14.9	16.4	1.4	13.5	11.2	2.7**
8	15.1	15.8	.7	12.7	13.1	.5	15.2	16.7	1.5*	14.3	14.9	.6	13.8	15.0	1.2*
9	19.6	20.5	.9	13.5	13.4	-.2	15.9	18.6	2.6*	16.2	16.9	.7	16.9	16.8	-.1
10	21.4	22.3	.9	13.9	13.2	-.6	18.4	19.1	.6	17.4	19.1	1.8*	16.9	19.4	2.4

* < .05, ** < .01.

At least in reading, ninth and tenth graders had little room for growth. Prueba results suggest seventh graders showed the best growth in Spanish achievement.

Three-year summary. The Spanish achievement of 20 Title VII students who started Title VII in 1985-86 as seventh and eighth graders and continued through 1987-88 was examined. Students should now be in grades 9 and 10. Patterns of growth were examined based on percentiles for each spring (fall norms are not available). Percentiles are based on the lower levels at which students were tested. As Figure 12 illustrates:

- Percentile scores showed positive changes across the three years from spring, 1986 to spring, 1988. Improvement ranged from 2 percentile points at grade 9 in language to 30 points at grade 10 in mathematics.
- Percentile changes were generally larger between 1986 and 1987 than between 1987 and 1988.
- The highest percentile scores were seen in reading and mathematics by spring, 1988.

Thus, students involved in Title VII three years have shown growth in Spanish achievement. Growth may slow after the first year as instruction is provided more frequently in English. In some test areas, students also have such high average percentile scores that little growth is possible.

FIGURE 12
PRUEBA RIVERSIDE PERCENTILES
SPRING, 1986, 1987, AND 1988 TITLE VII STUDENTS

Subject	Grade	1986	Change	1987	Change	1988	Change 1986 to 1988
Reading	9	73	+15	88	-2	86	+13
	10	81	+11	92	+1	93	+12
Language	9	79	+ 6	85	-4	81	+ 2
	10	61	+20	81	-8	73	+12
Mathematics	9	71	+11	82	+5	87	+16
	10	61	+30	91	0	91	+30
Social Studies	9	68	+11	79	+5	84	+16
	10	67	+20	87	0	87	+20
Science	9	76	- 4	72	+9	81	+ 5
	10	67	+22	89	5	94	+27

N = 8 ninth graders, 12 tenth graders

Dropout/Graduation Rates

There are a number of legitimate ways, but no perfect way, to count dropouts. AISD methods are state-of-the-art for districts nationwide. In AISD, a dropout is a student who has withdrawn from the district and whose records have not been requested by another school or district. Students who earn GED's are counted in our system as dropouts. Nearly all high schools in the United States will request such records to award course credits for work completed. However, junior high rates overall and high school rates for LEP students especially may be inflated to the extent that other junior highs and foreign countries do not request transcripts.

Dropout rates are now available for 1985-86 and 1986-87. The time frame used in calculations changed between the two years to better meet the needs of AISD:

- In 1985-86, students were counted as dropouts if they withdrew between September 1 and the end of school with no transcript request received by July 1.
- In 1986-87, the time frame was expanded to a truer annual rate, with students counted as dropouts if they left AISD between September 1, 1986 and September 1, 1987, with no transcript request by October 14, 1987. Some improvements were also made in updating and crosschecking files at the schools for the 1986-87 group.

1985-86 and 1986-87 dropout rates thus cannot be compared directly, although differences in group rates can be discussed. The October rates allow more time for transcript requests to arrive for students who left during the previous year (tending to lower the school-year rate) but count as summer dropouts those who finished the school year but did not return.

Research suggests certain types of students are at higher risk of dropping out, including Hispanic students, LEP students, low-income students, and low achievers. Of course, these factors are interrelated. Senior high data indicate the following about enrollment status (see Figures 14 and 15):

- Students served by Title VII showed a 21.7% dropout rate (as of October). These rates are higher than those for all Hispanic (15.0%) and all AISD (12.1%), and other LEP (20.0%) students. However, the difference between the rates for LEP and Title VII students versus AISD and Hispanic students overall is smaller this year than last. Thus, the gap does appear to be narrowing slightly.
- A dropout rate of 21.7% indicates that 78.3% of the Title VII senior high LEP students in AISD successfully completed the 1986-87 school year and returned to school in AISD or elsewhere.

- Of the nine Title VII twelfth graders in 1986-87, seven graduated and two did not. The two who did not were new to the country and AISD in 1986-87 and returned to AISD this year.
- For 1985-86, six of the seven Title VII seniors graduated; one did not. In 1987-88, all 17 of the LEP Title VII seniors graduated.

At the junior high level:

- As shown in Figures 14 and 15, junior high dropout rates appear higher for all groups with the new time frame implemented in 1986-87.
- Title VII dropout rates were higher than AISD's overall rates both years. Title VII may have impacted the 1986-87 rate for those served, with a dropout rate 5% lower than that for other LEP students. (The 1985-86 rate was similar for both LEP groups.)

Efforts are being made to provide alternative methods of documenting enrollment in other school systems. Another ORE publication, Programs for Students With Limited English Proficiency Evaluation, 1987-88 (Pub. No. 87.44) provides more information on dropout rates for LEP and former LEP students.

As shown in Figure 13, most of the 1986-87 Title VII dropouts (N=28; 62%) left during their first two years in schools in AISD. The greatest percentage of program students who dropped out were in AISD two years (N=16; 36%).

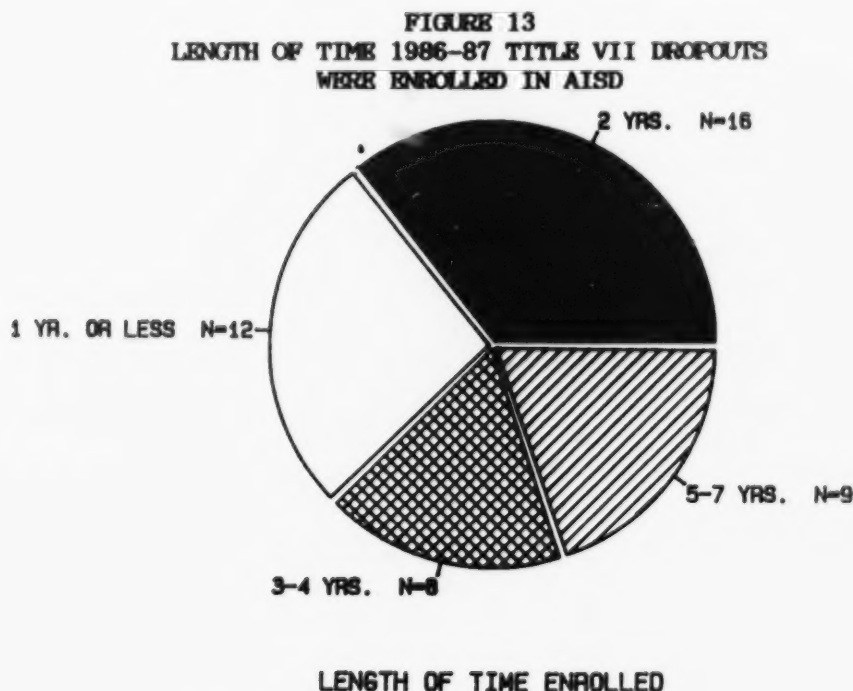


FIGURE 14
1986-87 DROPOUT RATES AS OF OCTOBER 1, 1987

Senior High Dropouts						
<u>Group</u>	<u>School Year</u>		<u>Summer</u>		<u>Total</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Title VII* (N=129)	19	14.7%	9	7.0%	28	21.7%
Other LEP (N=285)	30	10.5%	27	9.5%	57	20.0%
All Hispanic	472	10.6%	195	4.4%	667	15.0%
AI SD	1,426	8.0%	731	4.1%	2,157	12.1%

Junior High Dropouts						
<u>Group</u>	<u>School Year</u>		<u>Summer</u>		<u>Total</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Title VII* (N=112)	8	7.1%	9	8.0%	17	15.2%
Other LEP (N=341)	38	11.1%	31	9.1%	69	20.2%
All Hispanic	187	6.1%	179	5.9%	366	12.0%
AI SD	405	4.2%	512	5.4%	917	9.6%

FIGURE 15
1985-86 DROPOUT RATES AS OF JULY 1, 1986

Senior High Dropouts			
	<u>Dropouts</u>	<u>Enrolled</u>	<u>Dropout %</u>
Title VII*	24	84	28.6%
Other LEP	46	244	18.9%
All Hispanic	661	4,316	15.3%
AI SD	1,911	17,894	10.7%

Junior High Dropouts			
	<u>Dropouts</u>	<u>Enrolled</u>	<u>Dropout %</u>
Title VII*	10	109	9.2%
Other LEP	31	307	10.1%
All Hispanic	199	2,799	7.1%
AI SD	481	9,354	5.1%

* Title VII served LEP students dominant or monolingual in Spanish at Murchison Junior High plus Travis, Anderson, and Johnston Senior Highs. Other LEP includes all other LEP students in AI SD dominant in English or another language.

Three-Year Profile: Other Measures of Success

Hispanic A and B LEP students (73) who were enrolled in Title VII in 1985-86 and still active in 1987-88 were followed up in terms of retention, credits earned, and subject area performance. Because students still had to be in AISD, students who started Title VII in 1985-86 in grades 11 and 12 and have since graduated are not reflected. Thus, those included were in grades 7-10 in 1985-86 and grades 8-12 in 1987-88. This three-year follow-up group consisted of students who:

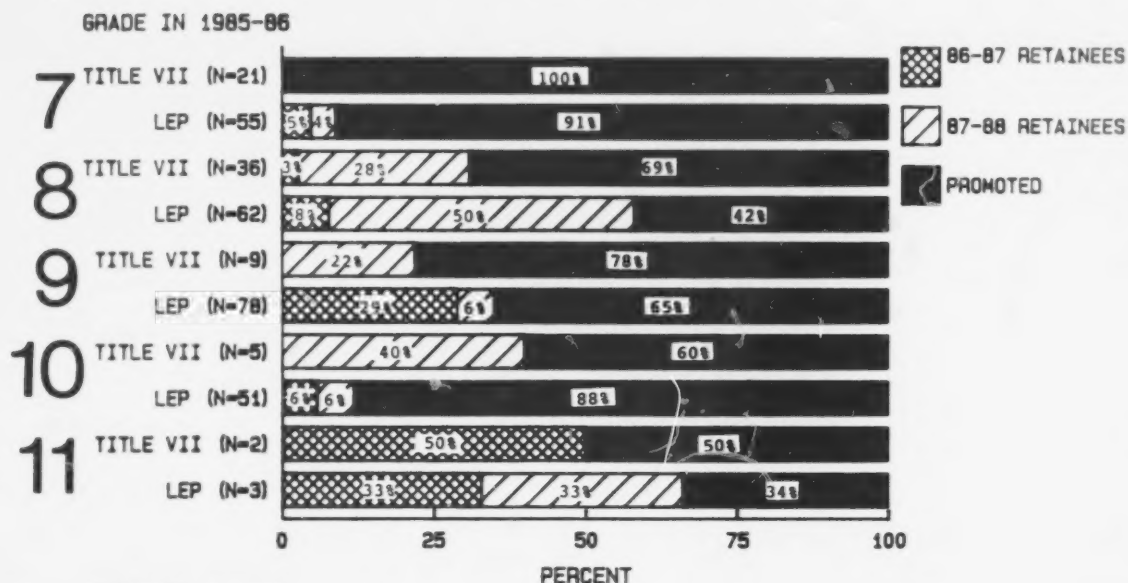
- Continued in the Title VII program,
- Left the program because of upgraded language dominance, or
- Were no longer served by Title VII or ESL by parent request.

The three-year follow-up group was examined in relation to a LEP comparison group (N=256) composed of other non-English proficiency students enrolled in AISD in 1985-86 and still active in 1987-88.

Retention/Promotion. The following can be seen in Figure 16:

- Overall, 78% of the Title VII 1985-86 participants were subsequently promoted the next two years; 22% were retained.
- Compared to the LEP comparison group, the Title VII students showed lower retention rates for every grade-level group (7, 8, 9, 11) except those in grade 10 in 1985-86.

FIGURE 16
PROMOTION/RETENTION RATES
1985-86 TITLE VII AND OTHER LEP STUDENTS
1986-87 AND 1987-88



TOTAL VII (N = 73)
TOTAL LEP (N = 249)
N MISSING = 7

Grade point averages. High school grade point averages (GPA's) across the three years were examined for the 1985-86 Title VII and LEP comparison group by subject. The GPA's of students as they passed through high school were examined for both the Title VII and LEP follow-up group. The grade levels involved each year are indicated in Figure 17. All grades earned were grouped into general categories of language, reading, mathematics, science, social studies, and other. This last area, "other," was used for all other courses, including physical education and electives. A grade of passing is 70%.

FIGURE 17
GRADE LEVELS EXAMINED OVER TIME
(1985-88) FOR GPA AND CREDITS EARNED

<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>
(7)	(8)	(9)
(8)	9	10
9	10	11
10	11	12

() = Grades in parentheses were not examined for credits earned.

- Both groups' GPA's across the three years fell between 68 and 87.
- In 1987-88, over one-third (37-38%) of the students made "A" (90-100) or "B" (80-89) averages. The percentage of LEP comparison students with these grades was 43-45%.
- Both groups showed their best performance in the subject category "other."
- Language grade averages across the three years tended to be higher for Title VII three-year follow-up students than for other LEP students.
- Each group had below passing GPA's in social studies one semester of the six checked.

FIGURE 18
MEAN GRADE POINT AVERAGES ACROSS THREE YEARS
FOR TITLE VII AND LEP COMPARISON GROUPS HIGH SCHOOL COURSES ONLY

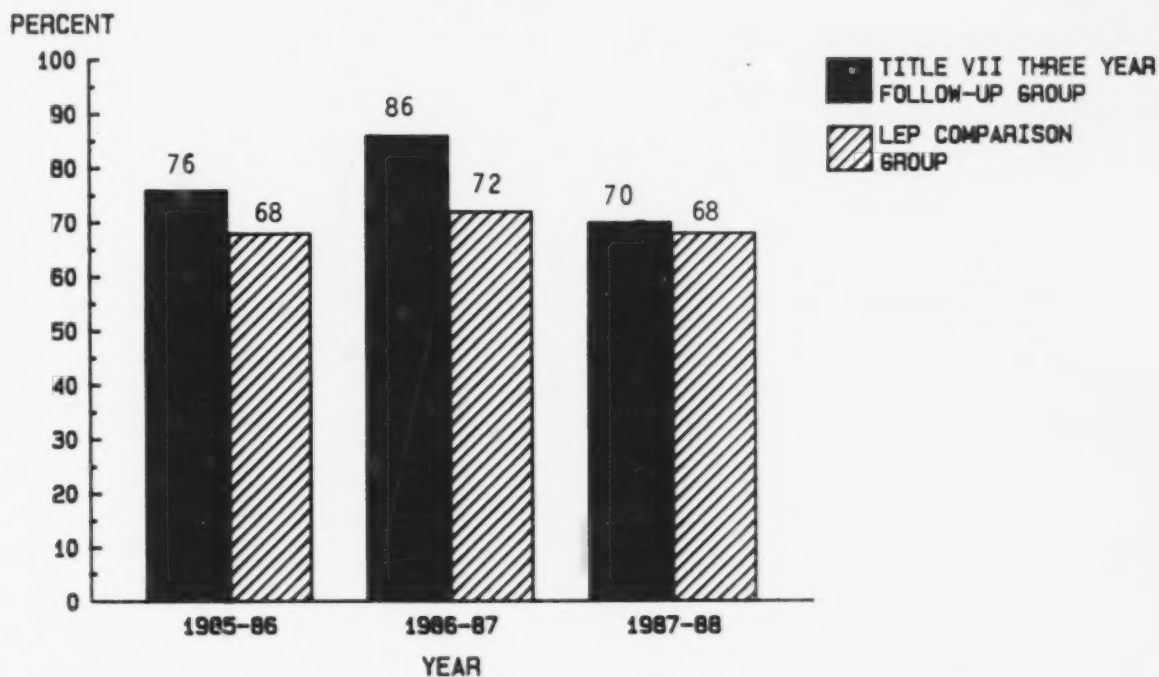
Title VII (N=73)		1985-86				1986-87				1987-88			
SUBJECT	N	Fall	N	Spring	N	Fall	N	Spring	N	Fall	N	Spring	
Language	17	83	19	83	67	82	67	83	94	80	106	76	
Reading	7	81	12	80	32	72	30	76	24	72	15	72	
Mathematics	15	78	16	77	51	80	51	79	69	75	67	72	
Science	4	71	3	78	40	75	40	78	51	72	55	73	
Social Studies	12	74	13	74	29	69	34	76	52	43	47	72	
Other	39	84	31	87	82	82	85	85	124	83	121	82	
LEP Comparison Group (N=148)		1985-86				1986-87				1987-88			
	N	Fall	N	Spring	N	Fall	N	Spring	N	Fall	N	Spring	
Language	143	78	136	77	183	78	212	76	255	76	272	74	
Reading	58	75	59	77	44	75	61	78	60	79	57	78	
Mathematics	121	74	121	75	169	77	190	75	223	75	233	76	
Science	95	74	102	74	125	76	136	73	165	74	164	74	
Social Studies	79	68	78	72	127	71	141	72	196	82	189	73	
Other	203	81	197	81	283	84	306	82	398	82	422	81	

Number taking courses increases with time as more 1985-86 Title VII students enter high school.

Credits earned. Another measure of performance is the number of credits students were able to earn over the three-year period, 1985-86 to 1987-88. AISD high school students need 21 credits for general graduation. Completing 2.5 credits (five per year) most semesters will result in attainment of that goal. Therefore, 2.5 credits per semester was used as the standard for satisfactory progress. The percentage of each group earning at least 2.5 credits a semester is given in Figure 19.

- More Title VII students earned at least 2.5 credits than did students in the comparison group all three years.
- More than three quarters of the Title VII students appear to be making satisfactory progress towards graduation.

FIGURE 19
TITLE VII AND OTHER LEP STUDENTS—
PERCENT EARNING FIVE CREDITS OR MORE PER YEAR



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